

2017- 2018 School Year

Welcome to Earth and Environmental Science! In this course, we will discuss how humans, the Earth, and the environment interact. Course standards and objectives are aligned with NCSCOS and CMS Common Core Objectives.

Teacher Expectations: PREP

Be Prepared: Be on time and ready for class.

Be Respectful: Love and respect yourself, others, and your environment.

Be Efficient: Focus on what's important. Focus one task at a time. Stay on task!

Be Present: All phones are put away and on silent; unless given permission by teacher for use. Listen and follow instructions the first time they are given.

Office Hours/Tutoring Schedule	
Mrs. Evans jeanm.evans@cms.k12.nc.us F Building Rm 202	Mondays: 2:15pm-2:45pm
Ms. Salahuddin afi.salahuddin@cms.k12.nc.us F Building Rm 302	Tuesdays: 2:15pm-2:45pm
Wednesday	NO TUTORING
Mr. Hoeffler theodore.hoeffler@cms.k12.nc.us F Building Rm 204	Thursdays 2:15pm-2:45pm
Ms. Bush enjolie1.bush@cms.k12.nc.us F Building Rm 102	Fridays 2:15pm-2:45pm

Classroom Supplies / Materials: Please bring the following items by 9/5/17:

- one (1) 3-inch 3-ring binder
- ten (10) dividers
- writing implements (pencils, pens, highlighters)
- glue sticks

Optional / Wish-List Supplies:

- one (1) ream of copy paper (color optional)
- one (1) box Kleenex tissues
- one (1) box Clorox / Lysol Wipes

Grading Policy

All teachers, in accordance with the procedures established by South Mecklenburg High School, must accept late work and make-up work (work missed due to an excused absence). These procedures align with CMS Board Regulation IKB-R.

- o Make-Up Work: A student who misses homework or other assignments or due dates because of an absence, whether excused or unexcused, must be allowed to make up the work. The student must initiate contact with the teacher within five school days upon their return to school to make arrangements for completing the work. These arrangements should include a schedule for completion of the work that may exceed the 5-day time frame when appropriate.
- o Late Work: In all circumstances, homework and other assignments must be accepted, even when turned in after the designated due date. Credit for late work shall be awarded according to the following guidelines:

If the student is present in class on the due date:

- Students will receive a maximum 80% grade if turned in one (1) day late.
- Students will receive a maximum 70% grade if turned in two (2) days late.
- Students will receive a 50% grade if turned in three (3) or more days late and/or one week prior to the published exam schedule for each quarter.

If the student is not present in class on the due date because of an excused absence, full credit must be given for the completed work if turned in at the beginning of the next class meeting which the student is in attendance.

If the student is not present in class on the due date because of an unexcused absence, the work will receive less credit following the same guidelines listed above.

Graded assignments should be aligned with content standards. Giving students extra credit or grades for activities such as bringing in canned goods, classroom materials, parent signatures, or participation in non-curricular activities are not acceptable grading strategies.

Projects should not place an undue burden on students/families with limited access to technology and/or financial resources.

Grade Distribution per CMS High School Grading Plan

Informal Assessments	Formal Assessments
30% of Quarter Grade	70% of Quarter Grade
Informal assessments must be linked to specific objectives and include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc.	Formal assessments must be linked to specific objectives and include a variety of assignments such as tests, comprehensive writing assignments, projects, etc. and should be more substantive than informal assignments.

Students with a 504 plan, Individualized Education Plan (IEP) or who are identified as Limited English Proficient (LEP) should receive accommodations on assignments and assessments to allow them to engage in on-grade level content. Teachers should assess student work based on these accommodations and not in comparison to their peers or other norm referenced standards. While students with accommodations can receive below grade level marks, these marks should be based on the student's performance with specified accommodations. Additionally, if a student with accommodations is failing, the 504, IEP, or LEP team should reconvene to review and amend the plan as needed.

All instructional staff are required to use practices that are aligned with the CMS Grading Policy and assign grades that aligned with the 10-point grading scale that was adopted:

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
59 – Below	F

Assignments/Homework

This is considered to include all assignments that require students' attention outside of class, and great value results when we encourage daily reading as a habit along with work that generates a product of some sort. Students should not be given sufficient time to complete homework during class – it is appropriate to have them begin an assignment to be sure they understand what is expected, but allotting extended time for homework in lieu of teaching is inappropriate. Be sure that the tasks assigned to students make positive contributions to their mastery of required content and skills, and that they challenge students to stretch and grow.

- o Focus out-of-class assignments on practice, with the added dimension of challenge as appropriate, in application, problem-solving, critical thinking, and interest.
- o Take time to explain to students the details of the tasks they will take on. If students understand the value of an assignment, they will give the assignment more genuine effort and more learning will occur.
- o Given the range of student ability and skill, it is important to be mindful about homework assignments that require students to read and comprehend material independently.
- o While necessary and appropriate that students develop independent reading skills, assigning students reading materials well beyond their reading level, especially without instruction in how to effectively read textbooks, will likely lead to a breakdown in learning and will not contribute to learning or preparation for class.

I look forward to a wonderful, amazing semester with each of you! Please feel free to contact me if you have any questions/ concerns. Also, please check parent portal regularly to keep track of academic progress and absences.

PLEASE KEEP THIS IN THE FRONT OF YOUR NOTEBOOK and do not remove!

Student Name

Student Signature

Parent Name

Parent Signature

Date